

Initial expectations (Students) - Report.

November 2018

Participants

To assess the initial situation of the students participating in the KA229 Erasmus+ project about New Teaching Methodologies, we asked 87 participating pupils to complete a form at the start of the project. 63.3% of them were girls, 36.7% were boys. They are from Belgium, Croatia, Lithuania, Portugal, Spain and Turkey.

Their main subjects that they are taught at their local schools are English and Maths, and to a slightly lesser extent history, chemistry, biology, geography, languages and humanities.

With respect to technology at their disposal, 84 of the 87 students owns a smartphone, 71 of them also own a laptop computer. Around 40 own a personal audio and/or video player and 21 of them have an iPad at home. 31 of them own yet another handheld device.

Surprising for the iPad is that not many of them (only 21 out of the 87 students) own one, but quite a lot (36%) would like to have one. This is the only device for which this percentage is so high.

Initial situation analysis

Before the start of the project, we asked the 87 students about the use of computer technologies in their current classes. The large majority is in favour of the use of these technologies. Only 8 of them believed that the use of these technologies is not OK. 52 of them (60%) agrees or strongly agrees that games in the classroom helps them to better understand the material. 72 (83%) already use their smartphone (or other devices) for learning.

There is no overall consensus about online homework. Teachers may often suspect that students like everything on a computer, but only half of them (44) like this. The other half doesn't particularly prefer online homework to homework on paper. Or maybe they just don't like homework at all.

The majority (49) would find it very useful to have online classes that they could access anywhere and anytime, although most students indicate that they have not yet had those available.

66% of the students doesn't get bored when a teacher just explains and 59% doesn't usually get bored at all during lessons. This, of course, still means that

41% does get bored, which is why the search for more interesting teaching methodologies is a very relevant and necessary aim in order to increase the motivation of our students even more.

Learning is easy when teachers ...

When asked what students already like about their lessons, there are some obvious answers such as working with games, quizzes, projects and groups.

Other terms that were mentioned again and again by the 87 participating students were related to: making, playing, knowing and interaction.

Specific tools that they remembered to have worked with were Kahoot, PowerPoint, YouTube, Google and Canva.

Gamification, Flipped Classrooms, Project-Based Learning?

From all the questions that we have asked our pupils, 46% does not believe that technology has so far been used in their student lives to help their learning. 74% does believe that it makes life (in general) easier and even more of them (83%) think that learning to work with computer technology will help them in their future careers.

Nevertheless, there is still a lot to be done. Gamification and the creation of audio and video files is not generally used in class (about half of them is not sure that it has ever been put into practice).

Most students, on the other hand, are familiar with Project-Based Learning, although still 33% of them have no record of working with several subjects combined.

More than half of the students who participated in this survey don't recall their teachers using Flipped Classrooms. Only 35% has already used this method at the start of this exchange programme.

52% of the students indicates that between 50-100% of the lessons consist of teachers explaining the content material. About a third of those (29%) even indicate that up to 75-100% of the lessons is content explanation.

Final suggestions

When asked for personal suggestions for their teachers to make learning more attractive, the most common words were:



This clearly indicates the need students feel to be able to work together and have the time to play, create and be active. Gamification will therefore also be one of the main focuses of our collaboration.

Besides gamification, based on these suggestions, project-based learning and the use of videos in the classroom will be excellent ways to merge the students' desires with the implemented methods that we plan to use throughout this Erasmus exchange programme.